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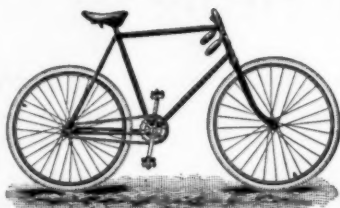
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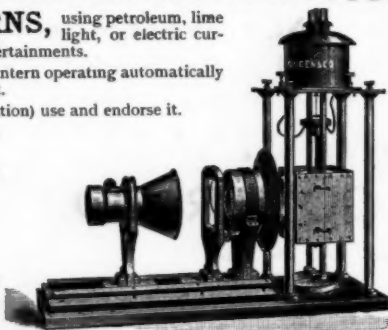
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The business department of THE JOURNAL is on page 407.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.



A teachers' institute in ——— county, N. Y., a "question box" was put on the desk and the conductor slipped in this query, "Why are teachers opposed to increased qualifications?" When this was reached he appealed to the teachers for an answer. There was an ominous silence for a time; finally a young girl boldly said: "Because they are lazy." The conductor made no comment; as in the case of Patrick Henry's great speech, "the effort was too deep"; but he observed an unusual thoughtfulness on the faces of a good many. He believes that reply was worth more than all else that was said at the institute.

"What cape east of North Carolina, James?" "Hatteras." "Yes, Cape Hatteras." "What cape south of Florida?" "Sable." "Yes, Cape Sable is right." And so on. Here was a bright little woman wasting her time, James' time, the time of the class, pursuing a vicious method, aiming at and getting small results. How long have you been teaching? was asked. "Seven years." And the supervisor remarked, "One of our best teachers."

The brightness and activity of this lady concealed her faulty method. A right kind of a superintendent could have made a good deal of that teacher; she evidently possessed mental teaching power. The supervising officer owes it to his school boards, to his community, to the children and to his teachers, and to himself, to see that the teaching is done in accordance with sound principles. That is what he is there for.

A school was lately visited where the examples in arithmetic were put on the blackboard in a very indistinct and irregular manner. The pupils stood facing the examples instead of facing the class; in most cases their faces were only a foot from the blackboard. Their voices could not be heard ten feet away. They had rough clubs instead of neat pointers. The recitals failed to interest the class.

All this showed a lack in teaching ability—showed decided faults in the teacher. Legibility and neatness must be insisted on in every piece of writing or solution on the blackboard; pupils must be trained until the habit of placing solutions neatly on the blackboard is gained. In giving the solution the pupil should face the class. The pointers should be neat, light sticks, with a hole in the handle so they can be hung up. Teachers, look to those things.

It is not a good sign for the teacher to talk a great deal in the school-room. Some seem to feel that teaching consists in telling; let such remember Joseph

Payne's words; teaching is self-learning. Education is a finding out process. In all good schools the voice of the teacher is heard but little and then mainly (1) in direction, (2) criticism, (3) questions. At stated times he may give information; for example, things he may have seen or read—but he will do this with much care, and only when there is a decided appetite for knowledge.

It is under the second head that so many sins are committed. In a Second Reader class lately visited the teacher certainly uttered two-thirds of the words—that is did twice as much talking as the class; one of the visitors thought she did five times as much as the pupils. Let the teacher make it a matter of effort to utter as few words as possible; give the pupils a chance.

After a convention where a paper on Character Formation had been read and had attracted considerable attention, one teacher remarked: "I wish some one would show me how to form character in teaching the multiplication table." Old Herbert says, and his lines are likely to outlast any teaching that is done,

"Who sweeps a room as in His cause  
Makes that and the action fine."

Any careful on-looker will see that the determination is to make bread-cooking, garment-making, clay-modeling, sand-molding, paper-cutting, and numerous other things effective as educational processes. The great teachers get something "fine" out of every occupation. The pupil must have the right motive to attain this. No more important question for the teacher than, "What are the motives of my pupils?"

The county superintendent must aim at these things:

1. To gather all his teachers, except holders of diplomas (life licenses), into 4, 6, or 8 weeks' summer normal schools where they can be taught by normal graduates.
2. To lay out a pedagogical course of study they will pursue while teaching.
3. To broaden the pupils' course of study.
4. To have a uniform course of study in all his schools.
5. To have the parents meet to hear lectures on education.
6. To have an exhibit of pupil's work at least annually.
7. To inspect every school critically so that the pupil may not waste his time—children's time is valuable, though many act as though they thought differently.

It might be added that when the superintendent knew of a citizen who was intelligent enough, he might send him a printed list of questions to be answered on inspecting the schools—but this must not take the place of the visit of the official, and hold the pupils until they graduate.

## How to Teach Civil Government to Children.

By Dr. LEWIS G. JANES.

The late President Garfield, no less distinguished as an educator than as a statesman, said, as long ago as 1867: "The New England township was the type after which our Federal government was modeled; yet it would be rare to find a college student who can make a comprehensive and intelligent statement of the municipal organization of the township in which he was born, and tell you by what officers its legislative, judicial, and executive functions were administered. One half the time which is now almost wasted in our district schools on English grammar, attempted at too early an age, would be sufficient to teach our children to love the Republic, and become its loyal and life-long supporters. . . . If this shameful defect in our system of education be not speedily remedied, we shall deserve the infinite contempt of future generations."

Since these words were spoken something has been done to remedy this defect in our colleges and higher institutions of learning; little, as yet, in the district school, the grammar school, and the lower grades of schools in our cities. In the college, high school, and academy the study of civil government is usually conducted by the aid of text-books, as an adjunct to the study of history. I fear it is commonly regarded as of secondary importance, and that local institutions fail even here to receive the attention which they deserve. In the lower grades of common schools the text-book is of little service to the pupil, though if rightly chosen it may be an invaluable aid to the teacher. It is imperative, however, that instruction should be given in the lower grades, for from these schools the vast majority of our children are graduated. I have dwelt in previous articles on the sacred obligation of the state to those children who are necessarily deprived of the higher education, and will not here repeat what has been said before." (See SCHOOL JOURNAL for April 22, 1893, and March 31, 1894.)

### A WORD ABOUT TOOLS.

It is obvious that successful instruction in civil government in the lower grades must depend largely on the tact and qualifications of the teacher. In most cases he (or she) must rely mainly on the text-book as a guide. Such text-books should therefore be selected as begin *at the right end*—with local government—instead of the federal government and the constitution of the United States. Those text-books should be discarded, therefore—and their name is legion—which are little more than expositions of the federal constitution. John Fiske's "Civil Government in the United States," is the best work for guidance as to method, and is reasonably full and accurate in its information. The "suggestive questions" at the end of each chapter, if thoroughly studied and intelligently comprehended by the teacher, will prove an efficient help in interesting and instructing beginners in this study. A good foundation in American history is, of course, a prime requisite for the teacher, and this every teacher is expected to have. But if he wishes to refresh his memory on this subject without too elaborate preparation, he will find in Fiske's "Discovery of America," "Beginnings of New England," "American Revolution," and "Critical Period in American History," a fresh and admirable discussion of the leading events of our early history as bearing on the origin and evolution of our political institutions which will abundantly repay the time taken for perusal. Eggleston's and Higginson's school histories, with which all teachers are familiar, are also written in the modern spirit, and may be read by the teacher with advantage before they are used in class work. No course of reading along these lines will be complete from which a careful study of Bryce's "American Commonwealth" is omitted.

### OBJECT LESSONS.

Having prepared himself by a wise course of reading

the teacher should next take pains to instruct himself by a personal examination concerning the actual workings of our institutions. If he lives in a country town let him by no means omit to attend the Town Meeting, and observe how it is conducted. If a citizen he will, of course, take part in this primary legislative assembly of the people as a matter of duty. If he has no vote he should be present as a spectator, and later, as is the custom in some of our New England towns, he can accompany his class thither, and describe to them on the spot the meaning of what there takes place. If remote from the place of such a local assembly of the people, he can at least obtain a copy of the warrant by means of which such meetings are convened, from some neighboring town, explain its several items to the class, and describe the action which the people will be called upon to take when assembled for that purpose. In the city the teacher, afterwards in company with his pupils, may visit the city council or board of aldermen when in session; observe their action, and inspect the offices of the city officials. If the lady teacher lives in a state where women are permitted to vote on school or municipal affairs, she should by no means omit to avail herself of the privilege. The fact that the people are the rulers and the officials are the servants of the people can in no way be so effectively enforced as by the observation of the action of the people in the democratic assembly of the whole—the Town Meeting.

With city pupils appeal may be made by way of illustration to their own action in their literary clubs or debating societies. What are the by-laws (literally, "town-laws") of such societies? How are they adopted? What guide, if any, has a new society in formulating its rules of procedure? What is the necessity of having a presiding officer? A clerk? A secretary? A treasurer? What does the town do which the society does not do? Who builds the roads? The bridges? The school-houses? Why does the town not build the churches also? Did it ever build the churches? Or appoint the ministers? Taking the little society or debating club as an example, ready questioning will easily lead to an intelligent understanding of the principal functions of local government. Or the class may be organized as a town meeting, elect its moderator, and go through the forms of transacting business. The teacher will find that in this way, always starting with something already familiar to the comprehension of the pupil, there will be no difficulty in creating an interest in the study. On the other hand, it is impossible even for the adult student to have any adequate understanding of our federal constitution without this preliminary knowledge of local government. To quote again by way of illustration from Gen. Garfield: "We are accustomed to hear it said that the great powers of government in this country are divided into two classes—national powers and state powers. That is an incomplete classification. Our fathers carefully divided all governmental powers into three classes; one they gave to the states, another to the nation; but the third great class, comprising the most precious of all powers, they refused to confer on the state or nation, but reserved it for themselves. This third class of powers has been almost uniformly overlooked by men who have written and discussed the American system."

Having in the most natural way possible, aroused an interest in local affairs and created an intelligent understanding of the character of civil government in the town or city, it is easy to lead on to an interesting study of the county and the state: to show, for example, that certain roads and bridges (in most states) come more naturally under the supervision of the county than of the town; that a single court, jail, and poorhouse for the county is all that would usually be required; that an independent board like the county commissioners or supervisors would be the appropriate body for the adjustment of state and county taxes in fair proportion among the several cities and towns. It would be easy to explain how the necessity for a representative assembly arises, when distance or the aggregation of numbers renders the town meeting method impracticable.

## WRITTEN CONSTITUTIONS.

Following the natural order in teaching civil government to children, it is expected that instruction in the lower grades will be mainly confined to the study of local institutions. For advanced classes the text-book may be brought into more general use, and the study of written constitutions may be undertaken. Here the older state constitutions should first be investigated and traced back to their origin in the colonial charters, the Bill of Rights of 1689, Magna Charta, and those early struggles of the English and Teutonic peoples which laid the foundations of our liberties. The pupil will thus come to see that every leading feature of our federal constitution is deeply imbedded in the history of the Anglo-Saxon race; that it was a growth out of the vital necessities of the time which gave it birth; not an invention of political theorists. He will understand that constitutions are not restrictions upon the rights of a people, but charters of their liberties; restrictions rather upon their servants and representatives than upon the people themselves. He will comprehend the truth that "English (and American) liberty to-day rests not so much upon government as on those rights which the people have wrested from the government," and in defence of which the constitution has been erected as an ægis of protection.

There can be no better corrective than the study of civil government for those vagaries of socialistic and anarchistic theorists which are to-day threatening the peace of society, for all history is a study of evolutionary forces, the natural and healthful trend of which the historical student perceives, cannot be withstood with impunity, or diverted into new and artificial channels without injury to the social commonwealth.

## Manual Culture.

By ARNOLD H. HEINEMANN.

Since 1876 manual training schools have been established for the reception and instruction of boys from fourteen years upwards. That is about the age, at which, in former times, boys used to leave school and be apprenticed to a trade or business, and it is at present about the age, at which pupils are advanced from the grammar school to the high school. The manual training schools run in this county at the present time, do not, therefore, intend to educate children of the ages found at the elementary and grammar schools but youths who have finished their general education as imparted at the common school. The aim of the manual training school is not a general education of childhood but the education of such young people as can afford to aspire after a higher or liberal education.

Nevertheless, the manual training school, although intended for the age formerly devoted to an apprenticeship with some particular trade, does not profess to impart a training similar to that which apprentices were supposed to receive. It professes not to teach particular trades, but claims to impart to every pupil certain general manual aptitudes, which may find application in whichever trade he may embark upon after having left the school. Not a trade, but all the trades, so to speak, are taught at the manual training school. This is generally done by training the pupils in making parts of machinery until a sufficient dexterity of hand has been acquired. After such dexterity has been achieved, the pupils are trained to build complete machines or apparatus, or other pieces of practical use and industrial value. The method of training applied at a proper course of apprenticeship to a particular trade which a boy may want to learn, is, at the manual training school, applied to a number of trades, in all of which the boy is trained up to a considerable degree of expertness.

The manual training school attaches particular importance to the practice of exercising the hand in particular movements in order to produce expertness in such manipulations. It also devotes much time to the

making of isolated parts of things, such as joints, in order to produce expertness in the making of such parts. The aptitudes to make such exercises or parts with ease and accuracy, are of a purely muscular kind, they are mechanical or reflex movements. The intellect is not co-operating with them.

The co-operation of the intellect with a manual activity, as well as with any activity whatever, depends upon the presence in the mind of a motive which prompts to action. A motive is an idea which the agent desires to realize, or a motive is the idea, or the mental image, of a desirable object. Unless the mind is dominated by the idea of such a desirable object, which is to be produced by the activity of the hand, it cannot co-operate with the hand. It is essential, therefore, that the object to be made by hand should be desirable to the mind.

A manual training exercise by itself, or an isolated part of an object, is never by itself a desirable object. Those objects only can be desirable by themselves, which are fit to directly satisfy desires, that is, which are directly useful. An exercise can only be considered useful in so far as it enables a man to accomplish some useful thing. It is this thing which is desirable, and the exercise remains desirable so long only as the thing cannot be made, or obtained without it. Such a remote desirability can be conceived by a youth of riper age, but not generally by a child or a common school pupil, who is only capable of desiring objects which he can turn to a direct use.

An isolated part of an object, like an exercise, can only be considered useful in so far as it enables a man to employ it in finishing or completing the useful object, to which the part belongs. It is this complete object, which is desirable, and the part of it remains desirable so long only as the whole cannot be made or obtained without it. Such a remote desirability can be conceived by a youth of riper age, but not generally by a child or a common school pupil, who is only capable of desiring objects which he can turn to direct use.

The nature of the child, or of the common school pupil, requires that he should desire, or be interested in, the subject upon which he is engaged, and that the desire, or interest, should look for direct satisfaction, not for a remote use of the subject. This demand of the school child the manual training school is not prepared to satisfy. Good as it may be for youth, therefore, manual training, as at present understood by our public school men, is not suitable for childhood or boyhood, and the endeavors to introduce a manual training method similar to that of the manual training schools, into the elementary and grammar schools, are erroneous. They overlook the fact that the self-activity of the child must be prompted by a direct motive if it shall be educational.

Not so with youth. Youth is past the age during which the harmonious development of all the faculties of mind and body is possible. A youth is prepared and anxious to receive a training for particular occupations to be pursued in life. The plastic condition of the brain which characterizes the period of childhood has, to the greatest extent, passed away in the youth, and his brain has become comparatively rigid. It is no longer susceptible of thorough organic improvement. This rigidity of the brain renders the success of any course of a general harmonious education, to which childhood and boyhood respond with alacrity, more than doubtful for boy or girl after the age of fourteen to sixteen years. The muscles also are, at this advanced age of youth, no longer so capable of being habituated to a number of different kinds of serial movements needed for various sorts of manual work, as they were during the ages of childhood and boyhood.

For these reasons manual training, which devotes a great deal of time to the training of particular exercises needed in trades, is the proper kind of education for youth. And for the same reasons, the manual training practiced in the manual training schools is not suitable for children and boys under fourteen to sixteen.

Another system of education through self-activity is required for the pupils attending the elementary and grammar schools. This public school education through self-activity must be in agreement with the principle of the kindergarten, that is, it must be creative activity. That activity is creative which objectizes, or represents, in spatial forms, such ideas as the worker has in mind. Or, the fundamental requirement characterizing the self-activity of the pupil of the public school must be a motive idea present in the mind of the worker, that is, an idea which moves eye and hand, or a motive controlling the work. In order to distinguish this kind of self-activity from that of the manual training school, it may be called "*Manual Culture*."

A motive idea controlling manual labor cannot be anything else than the idea, which is the image, of the spatial form, which is the object to be made. It is such motive ideas, which prompt the kindergarten child to be active with his gifts and occupations and games. It is such motive ideas which prompt the activity of the child in modeling and drawing. It is such a motive idea prompting the activity of the pupil, which is called the "useful model" in the Swedish system of wood-work called *sloyd*.

And here is the essential difference between *sloyd* and what is commonly called manual training. *Sloyd* work is creative activity, because it is controlled by motive ideas; manual training is not creative, because it is not prompted by motive ideas when it makes parts of things for the sake of the exercise, which is the greater part of its work. And for this reason, *sloyd* is a system which may be adopted in the public school, but manual training belongs to the schools for youths above fourteen.

The contention between the so-called Russian system, which name is given to the work done at the manual training schools, and the Swedish system, or *sloyd*, is, therefore, a fight without an object to fight for. The systems are equally good, the one for the lower, the other for the upper schools. The truth of this assertion is corroborated by the positions held by the two systems in the schools of Russia herself, which country inspired our educators to introduce manual training into the upper strata of our school system.

When Victor Della Vos undertook the management of the technical school at Moscow, Russia, which, by the bye, receives no pupils younger than eighteen years, he found, that a great deal of industrial work was done by the students. The school took and filled orders for common trade work. All sorts of orders were taken, and the pupils were expected to make the goods. Not being expert tradesmen, they spoiled more in material than the orders were worth, causing great pecuniary loss to the school treasury. Besides, the endless diversity of labors to be performed prevented the students obtaining a thorough training in any kind of labor whatever. These observations caused Della Vos to stop tradework altogether. And in order to train the students in manual work, he introduced the making of parts of industrial objects only, for the purpose of training manual skill. There was no direct educational object except such as is found in any trade apprenticeship. But as the students were past the age of a common school education and old enough to prepare for special trades, the new mode of instruction was suitable to the case and judiciously selected.

The results of this work were exhibited at the Centennial Exposition at Philadelphia, in 1876. Their value was recognized by our educators, who introduced it not only in technical institutions, but proceeded to erect special schools for young people who were admitted from fourteen years upwards. This proceeding was highly commendable. But when now widespread attempts are being made to introduce the same system for common school children, the time has arrived to show that such a proceeding is not correct, that it is not in keeping with the principles of education through self-activity.

In Russia this sort of manual work is adopted in technical schools only, more particularly in the so-called

"Railroad schools," which are not intended for children. They receive pupils from fourteen years upward, whose age of common school attendance is past, and who are intended to make a living as railroad employees. The schools are supported from a fund raised by the railroad companies themselves, and are managed by the imperial government. Their pronounced aim is the training of good workmen for the railroads, such as engineers, stokers, roadmasters, clerks, road hands, machinists, etc. The curriculum of the schools comprehends lower mathematics, surveying mechanics, architecture, telegraphy, physics, drawing, writing, book-keeping, practical railroad business, work in wood and metal and other tradework important in railroad management, blacksmithing, locksmithing, carpentering, etc. The schools are purely trade schools, and raise no claim whatever to the standing of establishments imparting a general education.

Those Russian educators who have a directing influence upon school management are aware that a system adapted to trade schools, like their railroad schools, would not be commendable for children's schools. In looking about for a system of education through self-activity, they perceived the advantages of the Swedish *sloyd* and examined it. There is a system of manual training in Finland, which they rejected as not good enough. They sent a commissioner to the *sloyd* training school at Naas, Sweden, to study the system. It was about four years ago that *sloyd* was experimentally introduced in Russian schools for childhood, and since then it has rapidly spread all over the wide empire. And it would spread more rapidly yet, if good teachers of the subject could be more rapidly obtained. So say educators in Russia.

Now, as we have followed the lead of Russia in the introduction of the Russian system of "manual training" in schools for young people, would it not be well to follow her lead also in introducing the Swedish system of "manual culture" into our lower schools?

## In the St. Paul Schools.

By a ST. PAUL TEACHER.

What the children study with their senses and become interested in they (1) tell about, forming oral lessons; (2) write about, forming a large part of their language work; (3) or sometimes (2) draw, making a drawing lesson; (4) read about, thus forming the basis for part of their work in reading and literature. Much of the work, particularly that in minerals and physics (earth materials and earth forces) in the first four grades, is also made the basis of the work in geography. Their morning songs in the spring are largely about plants and birds. In the lower grades the best and most interesting discoveries of the children in their nature study are put together, first on the blackboard and then hektographed or printed (we have a press) and that forms a reading lesson for the little ones.

The one study which has not been satisfactorily correlated with science is arithmetic.

## Valuable Hints.

Do not ask questions in rotation.

Do not point to the pupil you wish to answer, while giving the question.

Do not even *look* fixedly at the pupil whom you wish to answer, while giving the question.

State questions to the class as a *whole*. Ask one member for the answer.

Do not wait an instant for the answer, when *reviewing* most subjects.

Do not look steadily at the pupil who is answering.

Do not *repeat* a question to oblige those who are inattentive.

Be sure to ask questions of those who are in the *slightest degree inattentive*.  
—*Jas. C. Hughes.*

## The School Room.

APRIL 14.—PEOPLE AND DOING.  
APRIL 21.—LANGUAGE, THINGS, AND ETHICS.  
APRIL 28.—NUMBER, SELF, AND EARTH.  
MAY 5.—PRIMARY.

### The English Monarchs.

By W. LAMOREAUX.

It is needful for the student in history to know the names and succession of the English rulers. The following list contains all, beginning with the Normans, and is better than any I have yet seen. There is a long doggerel that is laborious to learn, that has been used and laid aside; my list starts with the first two lines of this doggerel:

1. First William the Conqueror,
2. Then William his son;
3. Henry, Stephen, and Henry,
4. Richard and John;
5. A Henry Third and Edwards three,
6. A Richard then and Henrys three;
7. Then Edwards two and Richard Third;
8. Then Henrys two and Edward Sixth;
9. Mary, Lib. and Jeems;
10. Charles First and Second, and James;
11. William and Mary, her sister Anne;
12. Four Georges reign, and then
13. William the Fourth and Victoria.

The difficulty lies I have found in the first eight lines—the first 23 sovereigns. The first four lines are learned easily because of their rhythm. I have the pupils repeat these in concert, and I say at the end of the fourth line "and Henry"—that is, Henry, Stephen, and Henry; Richard, John, and Henry. So it runs in their memories that a Henry comes next.

The first four lines learned, I start them on the next four. Knowing (as stated in the last paragraph) that a Henry comes next, their attention is called to the fact that there are *three* and *two* of different names—that they alternate, Edward and Henry; in the fifth and sixth lines the Edwards and Henrys come *last*; in seventh and eighth, they come *first*.

"Remember they are Edwards and Henrys; first, three of each; next, two of each; three in the last of the lines; two in the first of the lines."

They say the first four lines; I say "and Henry" (Richard, John, and Henry) this is to let them know that they start off with Henry. Then they recite:

"A Henry Third and Edwards three,  
A Richard then and Henrys three."

I say "Remember first three of each; now two of each;" and they go on:

"Then Edwards two and Richard Third;  
Then Henrys two and Edward Sixth."

Here I stop for one day, spending on it ten minutes; the next day we say the rest together and it is learned. I keep the spelling "Jeems" to show he was of Scotch descent. The first two minutes of the lesson is taken up in reciting this list for a week or two; it is then fixed in the memory.

In teaching English history I begin and tell the story in one lesson, a little about each; this is what the painters call "laying it in"—putting in the great outlines. Then they read something about each. The next day I tell something about the first five; the next day the next five, and so on, until the 35 are all taken up. Meanwhile they are reading about them. Having this great outline before them, I take up one at a time, and talk about him for five or ten minutes. They have their books open before them and can question when I have finished.

By this method they obtain in a month a pretty good idea of the various sovereigns, the state of the times, etc. This is much better than to begin and study William the Conqueror and then William Rufus, and so on; at the end of the term they have forgotten the character they began with.

I have found Dickens' History of England a good thing for them to read—after the great outlines have been gained. If it is read before they have a confused idea of the reigns—so many characters are introduced, of course, this entails labor on the teacher—he must know the history, and know it without the book, and that many do not. I do not mean the dates, for no one can attain that and know so much more, as he must keep in mind; but he can know the character of each sovereign and the principal events.

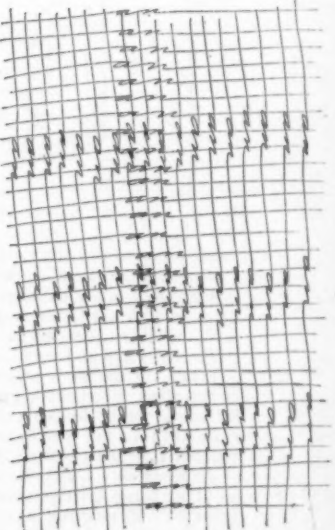
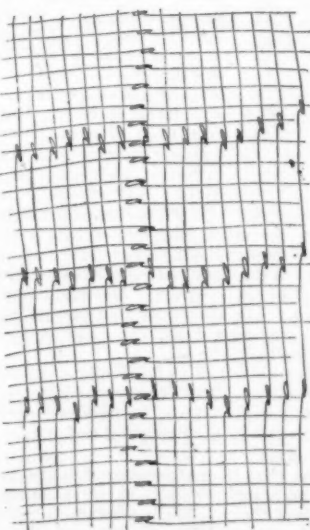
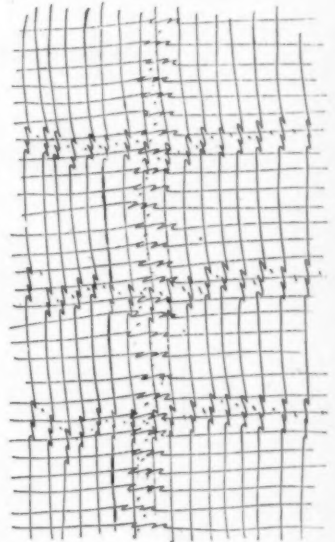
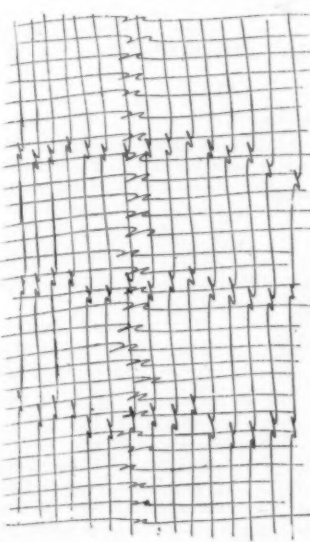
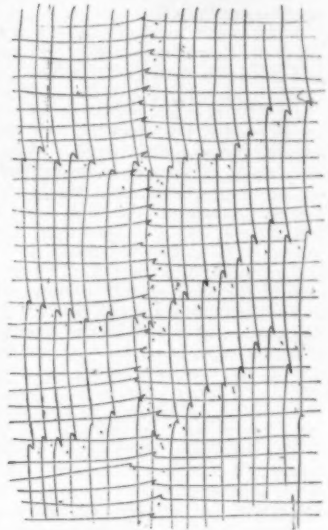
All common things, each day's events,  
That with the hour begin and end,  
Our pleasures and our discontents,  
Are rounds by which we may ascend.

—H. W. Longfellow.

### The Road to Good Penmanship.

Some wonderfully good results are produced in the Boston schools by the arm movement. Some pages are before us containing each a sentence reaching the whole length of the page (which is ruled the long way) written as many times as there are lines on the page. At the bottom of each sheet, note is made of the number of repetitions and the number of minutes consumed in the writing. The average is thirteen repetitions of the sentence in twelve minutes.

The writing possesses exceeding legibility, remarkable uniformity in slant, height, and spacing, and the grace that comes from a flowing movement. The pages are beautiful. The extreme distinctness seems to result from the way each letter stands apart from its neighbors. A natural impulse of the hand seems to have thrown a space between each letter and its successor. This is characteristic of all the papers, and so are the other merits mentioned. This spacing that seems to come so naturally (and certainly does not interfere with rapidity of execution) is so uniform that word falls under word in the suc-



cessive repetitions as in a ruled copy-book. These papers represent the entire work of a grammar class, showing that excellent penmanship need not be regarded as a natural gift, unattainable by the average penman, but that it is *for all*, as the result of good method in practice.

What is this method? Is it one by which teachers may improve their own penmanship? (The class producing these papers had used the method but a few months.) Is it one that any teacher can apply in teaching her class to write?

Its first principle seems to be simplicity. The exercises are easily graded, but from the first, they begin to affect the pupil's regular (or irregular) hand. They include no "fancy work," only words as we write them rapidly in daily use. At first short words are practiced; then longer; afterwards phrases and sentences. Sometimes the pupil seeks speed and sometimes form, but always with the same free, flowing movement. The idea (roughly) is, as shown in the cuts.

The work shown is that of a beginner who heard of the success of the method and attempted to apply it in her own way. She is continuing the practice, using the following graded series of exercises upon small letter words, and is making encouraging progress: *i, n, in, a, an, o, on, no, m, am, e, me, s, is, u, us, so, see, w, we, owe, saw, r, or, are, row, c, can, ice, l, all, lie, b, be, rib, h, he, ah, y, you, may, j, joy, z, zone, v, vie, eve, x, ax, d, day, add, g, go, age, beg, k, kine, lock, f, foe, if, wife, t, it, to, p, pew, ape, q, qu, quay, pique.*

The examples given show "mistakes and all." Points can easily be found where the writer slowed up a little for improvement in letter form. The main advance made in the course of these first four exercises is toward uniformity in spacing. This is quite noticeable. A mistake occasionally made is beginning with the wrong sweep (that which begins *n* for that which begins *u*). Increased consciousness of the word prevents this. *Do not get consciousness into the muscle if you can help it.* The word is your aim—keep that in view.

## School-Made Apparatus.

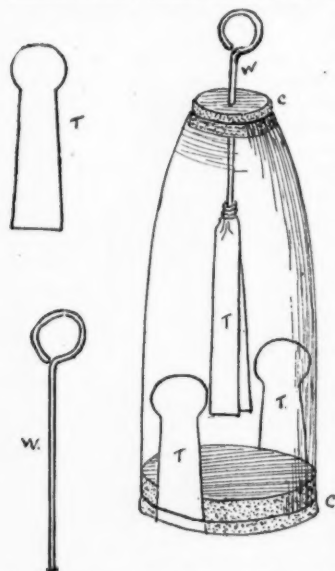
By FRANK O. PAYNE.

THE ELECTROSCOPE.

Every teacher of physics should have an electroscope. The pithball usually comes into play for such purpose. But it is always well to have more than one kind of apparatus to illustrate a subject, especially when such apparatus can be *school-made and cheap* at the same time.

The gold-leaf electroscope often costs several dollars. An equally good one can be made for all practical purposes.

**Materials.**—1, A lamp chimney of the design shown in the illustration; 2, two corks fitting tightly into the two ends of the chimney; 3, a piece of stout copper wire six inches long; 4, a small piece of thin tinfoil such as comes around tobacco or compressed yeast; 5, a bit of fine copper wire.



(*w*) by means of the bit of fine wire. Punch an awl through the smaller cork (*c*) and run the stout wire (*w*) through it. Bend a loop in the other end of the stout wire (*w*) as in the figure.

Cut two pieces of tinfoil as in the figure (*T*) and fasten them to the inside of the chimney (*TT*) in the figure. This had better be done with shellac or varnish. The lower cork may be covered with tinfoil or the strips (*TT*) may pass down the chimney between the glass and cork, as in the figure.

When the shellac is dry and the pieces of tinfoil firmly attached to the glass, insert the lower cork (*c*). This should be done carefully as it might loosen the foil strips. Last, insert the upper cork and turn the wire loop so that the long strips of tinfoil hang parallel with the strips on the glass.

**Experiments.**—Rub briskly glass or sealing wax on flannel or silk and bring the electrified body near the loop of wire. What follows? Repeat the act several times. What result? Set the apparatus on a glass plate and repeat. What result now?

Having rubbed sealing wax with silk, first touch the wire with one, then with the other. What result?

**Explanation.**—When an electrified body comes in contact with the loop, it attracts the opposite kind and repels its own kind of electricity. The repelled electricity passes down the wire to the foil and divides there, half passing into one leaf half into the other. Now since these two strips are charged with the same kind of electricity they repel each other and that makes them diverge until each touches the strip attached to the glass. As soon as they touch these strips their charges pass into them and thence to the ground. In other words, when the diverging strips touch the stationary strips they become *discharged* and fall back together.

When the apparatus is placed on a plate of glass the electricity cannot pass away to the ground, and so the slips of tinfoil will remain apart for some time.

**Variations of the device.**—1. If the wire (*w*) be pointed instead of having a loop, the foil will hardly diverge because points permit the passage of electricity from a surface. 2. If the tinfoil be pointed or rough-edged, the same result will be observed. 3. If gold leaf be used instead of tinfoil the results will be very much more striking. I have made this device with gold leaf so delicate that if one draw a comb through the hair once and hold it to the loop the strips of gold leaf would instantly diverge. 4. The apparatus may be still further modified by having four vertical strips and four stationary ones a quadrant apart. In this case there will be the same phenomena observed with four diverging slips.

**Suggestions.**—Have several pupils make them. Connect them by laying a copper wire through the loops. Bring an electrified body near the wire. Do all the leaves diverge? Do all diverge equally? Require each pupil to experiment with his own electroscope and explain every step of its action.

## Paper and Cardboard Sloyd. VI.

By WALTER J. KENYON.

MODEL 19, NAPKIN RING.

**Material.**—A tough and ornamental paper, such as Whatman's cold pressed double elephant; procurable in sheets at the stationers. One sheet, closely cut, supplies enough pieces for the class.

The pupil cuts his paper first to a rectangle  $7\frac{1}{2}$  inches by 21 inches. Then he folds each long edge over toward the center, creasing down a lap of one-fourth inch. This effect is shown in Fig. XXIV., *a*. The paper is now to be "stripped" under the ruler, to curl it evenly. To do this lay the piece on the desk. Hold a dull edge of the ruler firmly down upon it and pull the paper slowly and evenly out from under the ruler; this will cause it to curl evenly toward a cylindrical form. Do this so that the quarter inch laps shall fall on the outside of the curve, as in XXIV., *b*.

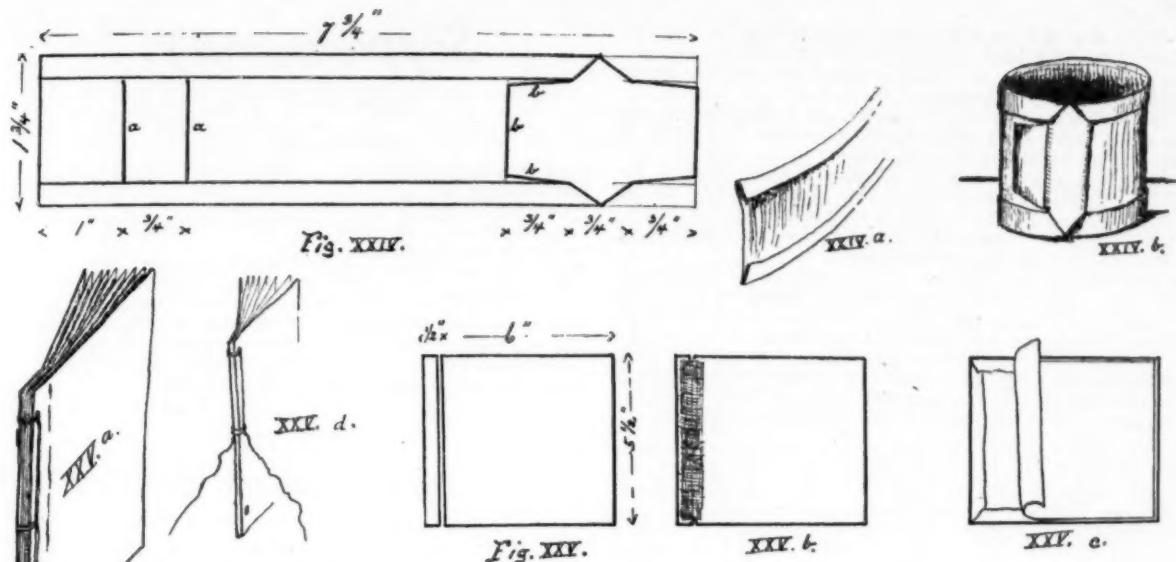
Now spread the piece flat on the desk, laps uppermost, and draw the marks shown in Fig. XXIV. The lines, *a, a*, terminating, as you see, at the laps, are to be cut through with a knife point, thus becoming slits. The three lines, *b, b, b*, are to be likewise cut, thus releasing a tongue. Finally, cut the heavy outline which appears still further to the right and the napkin ring is ready to be put together. Roll it up; insert the inner tongue in the slit nearer the left end and the outer tongue in the other slit. No pasting is needed.

A bit of bright baby ribbon attached, or a blossom painted in water colors, makes this napkin ring a tasteful bit of table furniture. It is very effective when made of sheet celluloid.

MODEL 20, BOUND BOOK, NO. 2.

**Material.**—A foot of cardboard six inches wide. Some imitation leather paper, for facing the covers on the outside. Some light paper of any sort for facing the inside. A couple of feet of thread, which should correspond in color, if possible, with the book covers. A bit of cambric, or muslin, for the hinges (see XXV., *b*). The leaves of the book may be blank paper suitable for note-books, or they may be sheets of drawings and paintings which the pupil has at various times made. This book is designed, in fact, as a method of binding the pupil's work. Of course its dimensions may vary.

From the cardboard cut two rectangles,  $6\frac{1}{2}$  by  $5\frac{1}{2}$  inches. From each, cut off a half-inch strip, along the short edge, as in Fig. XXV. Now re-attach this strip by gluing on a piece of the muslin, say an inch wide, as in XXV., *b*. Prepare both rectangles this way. Then cover each with the imitation leather paper, using paste. This must be applied to the same side on which the muslin is glued and must lap over the edges as shown in XXV., *c*. Now, cover the reverse side with the inner facing paper, as in XXV., *c*. Where this paper covers the joint it must be parted, with the thumb nail or a knife point. It should be a little smaller than the total rectangle, thus leaving a narrow margin, about one-eighth of an inch. The covers are now finished.



Place the leaves, which are to be loose sheets slightly less in size than the covers, between the covers. It gives the book a finish to insert a blank sheet at the beginning and end, to serve as fly leaves.

Punch three holes through the mass, as shown in XXV., *a*. These holes come midway in the half-inch strips and pierce the leaves near their back edges.

Now pass the thread twice through the upper hole. Carry it down each side to the middle hole. Pass it twice around and carry it down each side to the lower hole. Pass it through twice and tie in a small, hard knot. This thread must be drawn very tight. The book is then finished. Bend the covers back and forth so that they work readily at the hinges.

All the pupil's sheet work may be bound in this way. The preservation of his work stimulates him to an effort toward his best.

is pasted upon a white background. To produce a variety in the arrangement of this design, a square or octagon may be used instead of a circle.

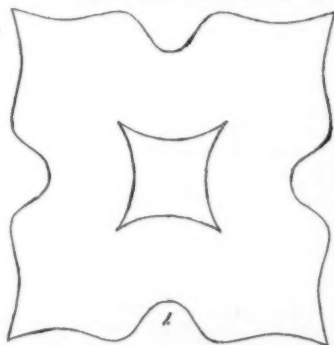
This same design forms a portion of that illustrated in Fig. 7.

## Busy Work.

By MAC LEOD.

### ORNAMENTAL PAPER CUTTING.

Fold a square on its diagonals and then fold the small square thus formed once diagonally, and you will have the basis of most of the designs illustrated in this article.

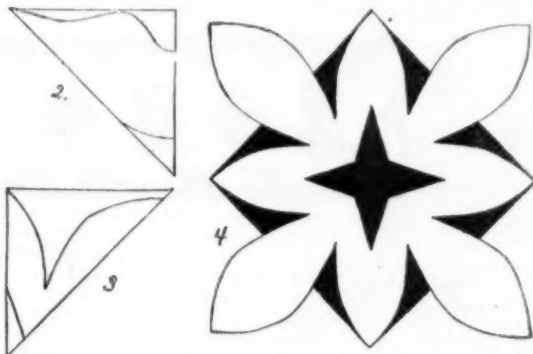


Curved lines are used in the designs and a word of caution is necessary in regard to them. Draw them very carefully, using the compass whenever it can be made available. Do not cut with long, decisive cuts as when cutting straight lines, but cut slowly, turning the paper so that each part of the curved line falls beneath the edge of the scissors. The latter should not be taken from the paper until the entire curve is cut or there will be a broken,

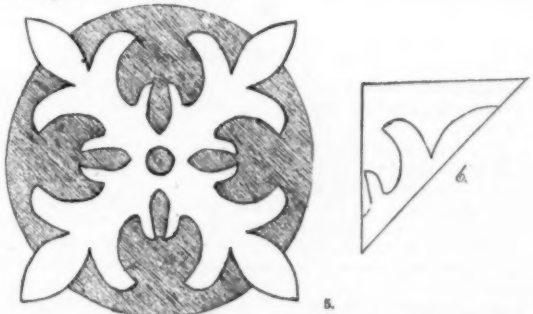
jagged appearance to the cut paper. The first attempts of the pupils to cut curves will produce very crude results, but after a little practice, satisfactory designs will be obtained.

A simple design, suitable for a first lesson in this style of work is shown in Fig. 1. The plan is given in the next illustration, (Fig. 2.) A somewhat more elaborate design is formed by cutting as indicated by the curved lines in Fig. 3. The cut paper opened, is represented in the next figure. The effect is heightened by placing a small square of a contrasting color, diagonally under the design. (See Fig. 4.) Reverse the position of this square, and quite a different effect is produced.

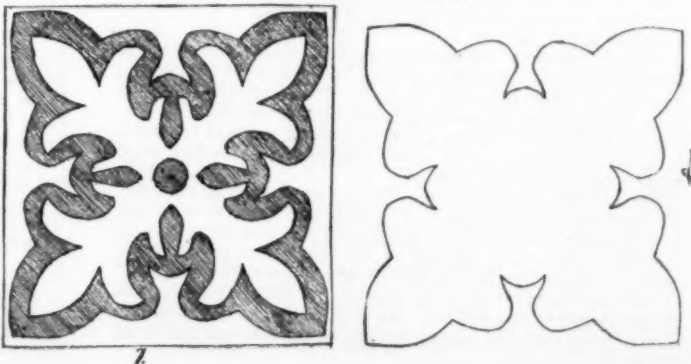
The graceful design shown in (Fig. 5) is really very simple. The plan for cutting is given in the next figure. A circle of a harmonizing tint is placed back of the cut design and then the whole design



This complete design is composed of two cut designs (one above the other) upon a square as a basis. Great opportunity is given for tasty color combinations.

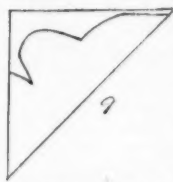


The design for the second cut paper is given in Fig. 8, the plan of its cutting being seen in Fig. 9.



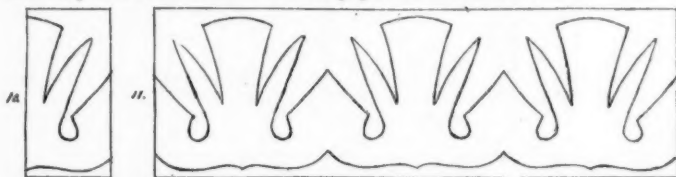
Many new designs may be formed by varying the arrangement of the three portions of this design. The upper paper may be placed diagonally, or it may remain as it is and the second paper may change its position.

Select delicate tints that harmonize. A pretty effect is produced by having three shades of the same color, the lightest on top, and the darkest as the background.

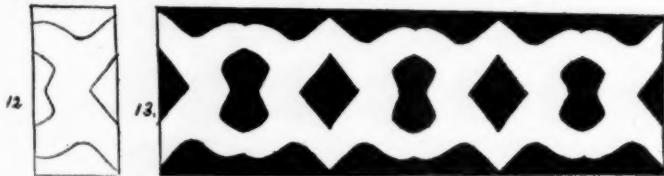


**Borders.**—Before drawing designs for borders, the colored paper should be cut into stripes of the desired size. A convenient size for such designs is six inches long by two inches wide.

For borders the paper should be folded as if you were making a plaiting for dress trimming. If it is folded double and then again and again with the folds all in the same direction, a discrepancy will exist between the different divisions, the inner one being the smallest. This is obviated by folding in *accordion* style. A good plan for the six-inch strip is to fold so that the folded paper is one inch wide.



A couple of simple border designs are given here. Draw as indicated in Fig. 10, and the open paper will form the border shown in the next illustration. Another pattern is represented in Fig. 12. Back of this design paste a strip of a contrasting color two by six inches and the result will be very showy. (See Fig. 13.)



In drawing designs for borders, there must be some line which runs the entire length of the paper and serves as a support for the principal parts of the design. If this matter is overlooked, an unpleasant surprise may await the pupil, for when he opens his cut paper, instead of a graceful border, he may obtain only a number of disconnected figures.

An effective way of mounting paper border designs is the following: Take a piece of white cardboard or heavy drawing paper, about eight inches wide and as long as desired. Paste the six-inch borders on this, one under the other, leaving an inch space between them.

## For Recreation.

A correspondent asks us to describe the game of Consequences. Three sets of papers are distributed, each player receiving one of each set.

1. The first set of papers bear each the name of some object.
2. The second bear each a command.
3. The third bear each a statement.

Each player tells his experience from the papers as follows:

I was presented with an *Egyptian pyramid*. (First paper.) I was directed to *scrub the floor with it*. (Second paper.) The consequence was that a *little frog said "Kee-chonk!"* (Third paper.)

I was presented with a *grab bag*. I was directed to *give it to Humpty Dumpty*. As a consequence, *there are no fried eels in the pond*. Etc., etc., etc.

It is a nonsensical game, very amusing to boys and girls, and sometimes raising a laugh among older people. It is a good game for indoor recesses.

A game of more sustained interest is Guessing Proverbs. A proverb is chosen containing as many words as there are players, less one. The excluded one is absent during the choosing. It is his task to guess the proverb by means of questions.

Each of the other players takes a word and answers the questions of the guesser in such a way as to introduce his own word as inconspicuously as possible.

For instance, the proverb is: *No man can serve two masters*. To the question "Do you think it will rain to-morrow?" the first player replies, "No one can predict the weather." To the question, "What did you see at the Fair?" the fourth player replies, "I saw how foreign hotel waiters *serve* their customers."

The questioner can go twice around. If in that time he fails to get enough of the words of his proverb together to guess the whole, he is declared beaten, is told the proverb, and has to go out again.

## Supplementary.

### The Class Tree.

(Tune: "America.")

Grow thou and flourish well, Ever the story tell, Of this glad day; Long may thy branches raise To heaven our grateful praise; Waft them, on sunlight rays, To God, away.	O'er all our happy land; Teach them Thy love's command, Great God, we pray. Deep in the earth to-day, Safely thy roots we lay, Tree of our love; Grow thou, and flourish long; Ever our grateful song Shall its glad notes prolong To God above.
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—Emma S. Thomas.

## An Exercise for Bird Day.

Arranged by GEORGIE F. DRAKE.

A Friday afternoon, during the spring, may be pleasantly and profitably spent in exercises appropriate to the return of the birds. Much interest will be shown by the children, and a lesson may be taught the thoughtless boy. Let a number of the pupils each state some fact in regard to a bird,—its habits, its plumage, or its song. Pictures of birds may be used (there is a set published by L. Prang & Co.), and some of the pupils will bring their pet canaries.

Birds, the free tenants of land, air, and ocean.

—James Montgomery.

A few with melody untaught,  
Turn all the air to music.

—James Montgomery.

They'll come again to the apple tree,  
Robin and all the rest,  
When the orchard branches are fair to see  
In the snows of the blossoms dressed,  
And the prettiest thing in the world will be  
The building of that nest.

—Margaret E. Sangster.

You call them thieves and pillagers; but know  
They are the winged wardens of your farms,  
Who from the cornfields drive the insidious foe,  
And from your harvest keep a hundred harms.

—Longfellow.

With the happy birds' returning  
Comes the merry spring.

—Sherwood.

Mark how the lark and linnet sing;  
With rival notes  
They strain their warbling throats,  
To welcome in the spring.

—Dryden.

The sun is bright,—the air is clear,  
The darting swallows soar and sing,  
And from the stately elms I hear  
The bluebird prophesying spring.

—Longfellow.

Yellow-bird, where did you learn that song?  
Perched on the trellis where grape vines clamber,  
In and out fluttering all day long,  
With your golden breast dropping with amber.

—Celia Thaxter.

Oh, blackbird! sing me something well,  
While all the neighbors shoot thee round,  
I keep smooth plats of fruitful ground  
Where thou may'st warble, eat, and dwell.

—Tennyson.

Do you ask what the birds say? The sparrow, the dove,  
The linnet, and thrush say, "I love, and I love!"  
In the winter they're silent, the wind is so strong;  
What it says I don't know, but it sings a loud song.  
But green leaves, and blossoms, and sunny warm weather,  
And singing and loving—all come back together.  
But the lark is so brimful of gladness and love,  
The green fields below him, the blue sky above,  
That he sings, and he sings, and forever sings he,  
"I love my Love, and my Love loves me."

—Samuel Taylor Coleridge.

We know not alway  
Who are kings by day,  
But the king of the night is the bold brown owl!

—Procter.

When the cats run home and the light is come,  
And dew is cold upon the ground,  
And the far-off stream is dumb,  
And the whirring sail goes round,  
And the whirring sail goes round,  
Alone and warming his five wits,  
The white owl in the belfry sits.

—Tennyson.

An emblem of freedom, stern, haughty, and high,  
Is the gray forest eagle, that king of the sky.

—Street.

## THE PIGEON.

'Tis a bird I love with its brooding note,  
And the trembling throb in its mottled throat;  
There's a human look in its swelling breast,  
And the gentle curve of its lowly crest.

—Willis.

## THE CANARY.

Sing away, ay, sing away,  
Merry little bird,  
Always gayest of the gay,  
Though a woodland roundelay  
You've never sung or heard.

—D. M. Mulock.

Merrily swinging on briar and weed,  
Near to the nest of his little dame,  
Over the mountain-side or mead,  
Robert of Lincoln is telling his name.

—Bryant.

A few appropriate songs as "The Sparrow, The Nightingale, and The Cuckoo," will add variety, and for a concert recitation by the school, the poem, "What the Sparrow Chirps," by Phoebe Cary.

Rollicking Robin is here again.  
What does he care for the April rain?  
Care for it? Glad of it. Doesn't he know  
That the April rain carries off the snow,  
And coaxes out leaves to shadow his nest,  
And washes his pretty red Easter vest,  
And makes the juice of the cherry sweet  
For his hungry little robins to eat?

—Lucy Larcom.

Robin, Sir Robin, gay red-vested knight,  
Now you have come to us, summer's in sight.  
You never dream of the wonders you bring,—  
Visions that follow the flash of your wing.

How all the beautiful by-and-by  
Around you and after you seems to fly;  
Sing on, or eat on, as pleases your mind!  
Well have you earned every morsel you find.

—Lucy Larcom.

The bluebird chants from the elm's long branches  
A hymn to welcome the budding year.

—Bryant.

I know the song that the bluebird is singing,  
Out in the apple tree where he is swinging.  
Brave little fellow! the skies may be dreary,—  
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!  
Hark! was there ever so merry a note?  
Listen a while, and you'll hear what he's saying,  
Up in the apple tree swinging and swaying.

—Emily Huntington Miller.

See yon robin on the spray;  
Look ye how his tiny form  
Swells as when his merry lay  
Gushes forth amid the storm.

—Weir.

Robin's here in coat of brown,  
And scarlet breast-knot gay.

—Wm. Allingham.

'Tis the merry nightingale  
That crowds, and hurries, and precipitates,  
With fast, thick warble, his delicious notes,  
As he were fearful that an April night  
Would be too short for him to utter forth  
His love-chant, and disburden his full soul  
Of all its music.

—Coleridge.

Prize thou the nightingale,  
Who soothes thee with his tale,  
And wakes the woods around;  
A singing feather he,—a winged and wandering sound.

—From the Dutch.

(TO BE CONTINUED.)

## Editorial Notes.

Remember that the National Educational Association meets this year, at Asbury Park, N. J., only about thirty miles from New York city.

The *Popular Educator* for April contains an article by Prof. John Dewey, of Michigan university, on "The Psychology of the Fundamental Operations," in which the Grube method is discussed and, partially at least, condemned. It is a long article and must be taken in its wholeness to be understood. Prof. Dewey does not propose a new system at all; he proposes that the teacher study the psychological operation by which the child obtains a knowledge of number, and govern himself accordingly; "the fundamental operations are the necessary and successive phases of the evolution of number itself." The article cannot but set many teachers to feel that to understand how to teach the fundamental operations they must understand psychology; in other words, the movement toward the study of psychology is a movement in behalf of philosophic teaching.

Wisconsin has taken a wise step in resuming control of the examinations for teachers' certificates. Last year the state department of public instruction suspended the sending out of questions leaving the examinations entirely to county and local officials. No state can afford to get along without uniform examinations.

It will probably be admitted that the "spoils system" has had more to do with the lowering of the tone of our politics than any other thing. Teachers are particularly interested in the abolition of this system, since it tends to degrade their profession. They will therefore heartily favor the movement initiated by the National Civil Service Reform League in behalf of administrative reform. The officers of this organization are Carl Schurz, president; William Potts, secretary; and Col. Silas W. Burt, treasurer; and its main office is 54 William street, N. Y. An effort is being made to secure an enrolment of the voters of the country and cards are being sent out for signatures. The immediate purpose of this is to form a single popular organization—working into every state, and having for its members every person enrolled—which will be used as effectively as possible in the effort toward the abolition of the spoils system under the national, state, and local governments. The league already has 5000 active members and 10,000 names enrolled, including many of the men foremost in every walk of life. It is a cause worthy of the support of our best citizens.

Over five hundred educators assembled in Toronto last week at the Provincial Educational Association meeting. The session lasted for three days and there were over fifty papers read. Probably the most interesting feature of the meeting was the presence of Pres. G. Stanley Hall, of Clark university, Worcester, Mass., who gave three lectures on "Child Study." This phase of educational progress has been attracting much attention in Ontario during the past year, and Dr. Hall's earnest and scholarly addresses were much appreciated. A report of the meeting is given on another page.

The *Pacific Educational Journal* for March is as bright as usual. The illustrated Midwinter Fair series of sketches of California teachers and schools is particularly interesting. We are glad to see the portraits of some of our California friends and read of their successes in the educational field.

"The teachers' reading is by far the most important factor in his improvement and progress," is a bit of truth from a discussion by Supt. Charles W. Cole, of Albany, N. Y., before the recent meeting of the N. E. A., department of superintendence. Show us what a teacher reads and we will tell you his make-up.

The editorial page of the *Michigan School Moderator* bristles with good points. Here are a few timely ones relating to institutes:  
"Neither institutes nor angleworms are estimated solely by their length."  
"If instructors at institutes cannot give inspiration they have no business to be institute instructors."  
"Fully half the value of a one-week institute is found in the inspiration received."

## Leading Events of the Week.

The situation at Bluefields on the Mosquito coast, is said to be getting serious; force is necessary to protect foreign interests from Nicaraguan lawlessness.—England decides to retain Uganda.—President Cleveland signs the bill providing for the fulfillment of the part of the United States in the protection of the seals.—The civil power restored in Darlington and Florence counties, S. C., by order of Governor Tillman.—A great strike, accompanied with much violence in the Connellsville, Pa., coke region.—Death of Cardinal Dusmet, Archbishop of Catania.—Ex-President Caceres proclaimed dictator of Peru.—Admiral da Gama and his officers sail for Portugal.—Much discontent felt with the government in Chile.—A bill for home-rule for Scotland introduced in the house of commons.—The house refuses to override the president's veto of the Bland bill.

## Editorial Correspondence.

WINTHROP INDUSTRIAL AND NORMAL COLLEGE,  
COLUMBIA, S. C.

The railroad from Savannah at first passes through an uninteresting country, level pine plains; after a time better soil is reached; clay forms an important ingredient, better farms appear, and it is apparent the people obtain more for their labor. Columbia, 142 miles from Savannah, is on the bank of the Congaree; the population is about 18,000. A great educational work has been accomplished here which is to culminate at last in a state institution to be located at Rock Hill.

The story of the development of the Winthrop Industrial and Normal college possesses deep interest. It has been accomplished by the earnest efforts and the indefatigable labor of Prof. D. B. Johnson; but these two factors would not have been enough—it was that he was seeking to realize the New Education; that produced an interest and co-operation on the part of the people. In 1883, being chosen city superintendent, he enrolled himself as a member of the Martha's Vineyard Normal institute, listening to the famous lectures on education delivered by Colonel Parker. It is easy to see that his course would be far different from those who usually undertake the work of superintending schools.

He soon saw that he could accomplish but little unless he had teachers trained to realize the ideal the New Education puts into the mind; so, in 1886, the Winthrop Normal college was instituted; the Peabody fund giving \$1,500 annually for two years, and then giving \$2,000. He brought the matter before the legislature and each county was authorized to give \$150 annually to the pupil who sustained the best entrance examination. The course of study extends over two years. In 1891, the graduates of the college made so strong an impression on the public that an act was passed offering to found and sustain a state normal school in that town that should offer the most inducements. Rock Hill, a village of about 1,500 inhabitants seized the prize, offering \$60,000 in bonds, \$700 cash, a site of 31 acres, and a great quantity of bricks. The corner-stone is to be laid on May 12, and the building constructed this summer.

The name of the institute is the Winthrop Normal and Industrial college—named in honor of Robert C. Winthrop, one of the Peabody Fund trustees who had by wise action made it possible for an earnest man like Prof. Johnson to accomplish something. The number enrolled this year is 59; only those are admitted who have what we at the North would call a high school standing. I visited the classes in this college and found them taught in an admirable manner. Two of the teachers, Miss Leonard, the principal, and Miss Souther, are graduates of the Bridgewater normal school in Massachusetts. There is a department of practice containing 100 pupils where the normal students teach under supervision.

Prof. Johnson is the superintendent of the schools of Columbia as well as of the Winthrop Normal college; the children in 1883 numbered 930; in 1894, 2,200; the expenditures about \$15,000; average salary paid to teachers is \$43 per month; the schools are in session 175 days—8½ months; the teachers number 31; the schools open at 9 and close at 2.

As might be expected, Supt. Johnson gathers his teachers about him for conference each month. He is a firm believer in the need of a continuous study of the science and art of education. Any superintendent who allows his assistants to teach on and on endlessly with only the little stock they set out with will inevitably fail, and he ought to.

A number of class-rooms in the public schools were visited—those on Washington street—and it was apparent that many of the methods of the New Education were being intelligently employed; colored crayons, sand tables, singing by note, drawing, paper-folding, calisthenics. The spirit pervading these class-rooms was not of the ordinary kind, where a certain kind of work is performed in a perfunctory manner and called teaching. One feature remarked in every room was the extreme neatness of the work on the blackboards and slates; not a scrawl was to be seen.

The colored school, Mr. J. E. Wallace, principal, numbers 900 pupils. Though badly crowded in the class-rooms, the order was excellent. The older grades were assembled by Supt. Johnson, to be addressed by me, and their marching in, their attention, their bearing, all showed they were under good training. I was especially pleased by the singing; these students are learning to be intelligent and self-respecting.

This town had until the dispensary law went into force, 40 saloons; it now has none; liquor is sold in bottles at three dispensaries. It is the testimony of all with whom I conversed, that the amount spent for liquor has been lessened fully one-half. The state has a large dispensary here, and liquors are bottled and sent to the dispensary. Gov. Tillman is working out a plan to reduce the vast waste upon liquors; it looks as though it would be successful. There is evidently a conflict going on; the old elements are being overpowered by new men and measures; the public school is one thing that will have a better chance.

I left Columbia with the feeling that it would be a good place

for many to spend the winter who want a mild climate. It is on an elevated plateau; the streets are wide and well planted with trees; the houses look comfortable, and there is an air of quiet and rest here that cannot but be good for one who has been under the spur for two-thirds of the twenty-four hours in each day. The people laugh here when you talk of rest; they say they have too much of it. A. M. K.

Two of Indiana's teachers are at the head of the Indian school service, Mr. Hailmann, being superintendent, and Mr. Wm. M. Moss, assistant superintendent.

The teachers' training class conducted by Supt. Logan D. Howell, of Goldsboro, N. C., has begun the study of Joseph Payne's "Lectures on the Science and Art of Education." Weekly meetings are held.

The municipal school of modern languages opened at Paris at the beginning of this year aims to give its pupils a complete practical knowledge of English and German in the shortest time possible. No preparatory work is required outside of school hours.

We congratulate Supt. Rummel, of Emmetsburg, Iowa, on the showing of his schools in point of attendance. One grammar and one primary school report an attendance of 98 per cent. for March. The average of all the city schools during the same month is 93 per cent.

Among the topics discussed at a meeting of Buffalo, N. Y., primary teachers we notice "Nature Study" on the basis of an article recently published in the SCHOOL JOURNAL. The study is new in Buffalo primaries. We are glad to see the schools come to the front.

The Boston *Record* expresses the hope that the Biddeford, Me., academy trustees, who have decided that their girl pupils shall graduate in gingham and plain suits, consulted the girls' mothers before establishing this rule. Have the trustees taken the regulation of graduation gowns into their own hands?

The late election in Cleveland, Ohio, puts Mr. H. Q. Sargent in the chair as school director again. It will be remembered that he was put in first by a popular demand as one who could take the schools out of politics. He immediately appointed Judge Draper (Ex-Supt. N. Y. State) as city superintendent of schools. This endorses his action.

Rev. A. D. Mayo, the veteran educator, is at present active in West Virginia, in his ministry of education. He spoke in Charleston last week. His subjects were "How to Kindle the Fire," "Young America at School," "How Does Universal Education Pay," "Some Things the People Expect of the Teacher," and "Upper Story Work for American Girls."

The London correspondent of the *New Zealand Schoolmaster* writes that the English schools, whether board or voluntary schools, are in future to be used for public meetings, free of charge save for cleaning and damage. The supporters of the voluntary schools do not like this arrangement at all, but Minister Acland is not disturbed by their objections.

The oldest city public schools in North Carolina, according to the *Round Table*, are those of Raleigh. They were established in 1876. At present there are thirty-nine teachers—twenty-two white and seventeen colored. Mr. Edward P. Moses, whose contributions to the development of the phonetic method of teaching reading was described in THE JOURNAL some time ago by Prof. Branson, is the superintendent.

The Indiana reform school for boys, near Plainfield, is one of the best institutions of the kind in the country. Through the power of its educational influence, society has regained over 3,000 useful members, or about 85 per cent. of all boys who were sent there. The superintendent, Mr. T. J. Charlton, is just the man needed for the responsible post. He is a kind-hearted and broad-minded educator, who deserves the main credit for the successful operation of the school.

The *Pacific Educational Journal* writes that Supt. Norvell, of Merced county, Cal., has a practice that might well be followed by other superintendents, of announcing on neatly printed mourning cards mailed to teachers and school officers, the death of any person officially connected with the schools of his county. The notice is always accompanied by a short biographical sketch which calls particular attention to the contributions of the deceased to educational work.

The "hard times" are felt in Europe as well as in this country. The London *Pall Mall Gazette* writes that Italian professors are waiting over the suppression of six universities, which "in these hard times" the government can no longer afford to support. The doomed colleges are those of Messina, Catania, Modena, Parma, Siena, and Sassari, in all of which the number of students ranged from 100 to 400. A high school at Maserata, with 150 students is also to be closed. It is hoped for the sake of higher education that better times will soon enable these institutions to be reopened.

The New England Normal council will hold its nineteenth annual meeting at the school committee rooms, Boston, on April 20. The program presents an array of names well-known in educational circles. Among the subjects for discussion we note the following: "The Training of Kindergartners," "Legitimate Work of State Normal Schools," "The City Training School," "The Organic Connection of Training and Normal Schools," "The Higher Training of Teachers," "What next in Pedagogical Training?" "Psychology in its Relation to Teaching," "Principles of Education," and "The Training of Kindergartners in Germany."

A recent issue of the St. Paul, Minn., *Dispatch* contains a full and excellent account of the Jefferson school kindergarten of that town. Pictures of some of the pupils, the kindergartners, and Prin. Baker embellish the page. The remarkable success of the kindergarten is due to the directress, Mrs. M. B. Passage, and her devoted and skilful assistants. Mrs. Passage after attending a normal school, pursued a course in a kindergarten training school, then took up psychology, and finally made a critical study of the Chicago kindergartens. It is this broad preparation that kindergartners and primary teachers need to come to their work abundantly qualified.

There has been a need of just such a paper as the one recently started at Pittsburg, Pa., under the name *The American Citizen*. Its distinctive purpose is the education of Italian-Americans to better citizenship, and to a deeper appreciation of our American institutions. The numbers that are before us contain in addition to short articles on our flag, the presidents, etc., portions of the declaration of independence and constitution of the United States in both English and Italian.

It is the same with the instruction of teachers as with that of citizens by adoption. Hundreds of books have been published to assist them to a right appreciation of their duties, but have accomplished comparatively little, the trouble, being on the one hand, that the needed information was scattered through many volumes, and on the other, that the buyers did not know how to use them. A periodical publication can do more for the uplifting of the masses. It is for these reasons that EDUCATIONAL FOUNDATIONS was started five years ago to aid teachers who want to advance in professional studies. Evidently those who have undertaken the publication of the *American Citizen* were guided by similar experiences to apply the plan to the education of our Italian fellow-citizens. We wish them success.

U. S. Commissioner Dr. W. T. Harris, in writing to the publishers of Isaac Pitman's "Complete Phonographic Instructor" in terms of eulogy in regard to that work, adds the following suggestions as to the best method of learning shorthand; "I have had some experience, in my younger days, in teaching shorthand, and after a long time I discovered that the quickest possible way for a student to learn to write rapidly is to copy one hundred times each page of an exercise written in the briefest reporting style. Perhaps he may as well copy each page fifty times first, and then go back and copy each page fifty times more. The important thing is to get the form out of one's head and into one's hand. Much reading of phonography gets a knowledge of correct forms into the head; much copying of the same exercises gets the writing out of one's head into one's hand."

Very few colleges in the South have separate library buildings, Roanoke, Salem, Va., erected such a building in 1879, and now it has been found necessary to enlarge it to meet the wants of the college. The increase in the number of volumes and the modern methods of study, render it necessary to build an annex for a reference library and reading room. The contracts for this addition have been signed and the work is to be completed before the opening of the next session in September. This annex will be Gothic to correspond with the present building; built of pressed brick, covered with slate, and finished in good style throughout. The library is to be rearranged and catalogued during the summer vacation, and the reading room and reference library will be open to students every week day during the session, thus making it more and more an aid to study and research.

That school festivals properly conducted tend to increase the interest of parents and children in the schools, is a well-known fact. In Galion, Ohio, some people had circulated the report that the pupils were poorly taught, and when the school fair was held tried to persuade parents not to go. But the attractive program that Prof. A. W. Lewis had prepared proved too strong an inducement, and the hall where the fair was held was crowded to its utmost capacity. The interest manifested in the children's exhibit and exercises brought parents and teachers closer together and renewed the mutual feeling that slander had attempted to undermine.

The convention of superintendents and teachers held during fair week was also attended by many parents who, had it taken place at some other time, would not have thought it worth their while to listen to the discussions of school problems. "The Needs of our Schools" was discussed by Supts. E. H. Handley, of Shelby; M. W. Spear, of Mt. Gilead, and James W. Knott, of Mansfield. The paper by Supt. J. H. Snyder, of Tiffin, on "The

Evils of our Schools and who are Responsible for Them?" was discussed by Supts. J. J. Bliss, of Crestline; Arthur Powell, of Marion, and F. W. Wenner, of Upper Sandusky. State Commissioner O. T. Corson spoke on "The Public Schools of Ohio," and Prof. F. M. Hamilton, of Bucyrus, gave a history of the public schools of Crawford county.

"You bad boy, you have made a grease spot on the new sofa with your bread and butter," said Mrs. Fizzlepop to her son Johnny, "Never mind, ma; you can sit on it when there is company in the parlor," replied little Johnny.—*Texas Siftings*.

### New York City.

Dr. Wahl, of grammar school No. 89, will talk on "Applied Psychology" to the members of The New York Society of Pedagogy on April 18, May 2, and May 16, in the City College at 4 P. M.

**DRAWING CONFERENCES, GRAMMAR GRADES.**—At the meeting held Wednesday, April 11, the committee of teachers proposed a plan for grade conferences on the work in drawing. While this branch is presented by special teachers, every class teacher is required to answer for deficiency in class-work.

As outlined by the secretary, Henry G. Schneider, of grammar school No. 90, the teachers of each grammar grade will meet in conference, bringing samples of classwork in drawing, and thus the conference will be able to compare and decide what can be done in each grade.

Any information required and tickets for conferences can be obtained from the secretary by sending a self-addressed and stamped envelope to grammar school No. 90.

Each teacher is expected to contribute a set of her class drawings, and preference will be given to such as declare themselves ready to comply with this requirement.

### National Educational Association.

(From Official Circular No. 1.)

This year's meeting will be held at Asbury Park, N. J., under conditions quite as favorable as have ever been offered the association. President Lane and Secretary Shepard recently visited Asbury Park and found that the local, educational, municipal, and business organizations are heartily united in inviting the association, and are prepared to guarantee superior and almost unlimited hotel and boarding house accommodations at very reasonable rates. The halls available for general and department meetings, and for the uses of the various committee organizations, were found to be ample in size, convenient in location, and in all respects entirely satisfactory.

The railroad lines terminal at Asbury Park, and all lines of the Trunk Line association, have granted a rate of one first class limited fare, plus two dollars (membership fee) for the round trip, with provisions for the extension of return tickets to September 1, by some method of deposit to be announced in the official bulletin. It is believed that most, if not all, of the other railroad associations of the United States and Canada will grant equally favorable rates.

While the executive committee share the disappointment of those who hoped that such railroad arrangements could be made as would enable the association to meet in Duluth, Minn., they are confident that their action in changing to a place where the usual railroad rates and ticket extensions can be secured will be universally approved. The accessibility of Asbury Park, its peculiar attractions as a seaside resort, the superiority of its hotel and other accommodations combine to make it an unusually favorable place for meeting; and it is the purpose of the executive committee and the local authorities, using all of these advantages to make this meeting the largest and best in the history of the association.

The list of state and territorial managers will be announced as soon as completed. The unavoidable delay in selecting a place for meeting renders it of the utmost importance that all managers and directors lose no time in perfecting state organizations, and that they press their work during the limited time remaining with the utmost vigor.

The usual official bulletin will be issued about May 1, giving full information as to railroad arrangements, hotel and boarding accommodations, excursions, programs of all meetings, and other matters of interest.

The publication of the volume of Proceedings of the International Congresses of Education has been delayed by reason of the great amount of material to be edited, and the translation of papers presented in foreign languages. This volume, which promises to be the most valuable ever issued by the association, will be ready for delivery some time during April.

### Good Cooking

Is one of the chief blessings of every home. To always insure good custards, puddings, sauces, etc., use Gail Borden Eagle Brand Condensed Milk. Directions on the label. Take no substitute for the Eagle Brand.

## Ontario Educational Association.

## GENERAL ASSOCIATION.

The thirty-third annual convention of the association was held at Toronto, March 27, 28, and 29. The president, Mr. Alexander Steele, of Orangeville, occupied the chair. The subject of his inaugural address was "The relation of higher education to national development." In this he pointed out exhaustively all those elements which go to the formation of a true national character, and which develop or retard the impulses that distinguish a people still in the formative condition. He dealt severely with the strong mercantile feeling which he held distinguished the people of the Dominion, and which, should it continue to progress in the way it had in the past, would sap any patriotic spirit left in the people.

Dr. G. Stanley Hall, of Clark university, followed with a short but highly appreciative discourse on "Experimental Psychology." He dwelt at some length on the character of American college life, and deplored the loss in the students of this age of that exuberance of spirits which distinguished the students of some generations ago. In concluding an address replete with sound practical advice and wisdom, gathered from experience, he urged that there were two things which should be cultivated in students—health and a good emotional glow. He held that that emotional glow, that exuberance of spirits, was the raw material out of which all great mental and physical work is created.

A second address by Dr. Hall related to "Child Study." In this the distinguished speaker advocated a closer adherence to the psychological routine of study, and that more attention should be paid to the regular development of the faculties of children. He explained that the child was merely the man in parvo, and that all the faculties which were present in the adult were present in an undeveloped state in the child; it was necessary, however, to develop those faculties which were naturally stronger first.

Mr. G. A. Aylesworth, of Newburgh, read a most instructive paper on "The Relation of Municipal Councils to Public and High Schools," for which a vote of thanks was tendered him by the meeting. The report of the committee on industrial education was read by Mr. George Dickson, of Toronto. It contained many very valuable suggestions for the guidance of school teachers.

"Written Examinations" was the subject of a highly interesting paper by Mr. William Houston, director of teachers' institutes for Ontario. He said that written examinations tended to pervert the idol of education in that there was oftentimes too much studying for the sake of the examination and not for the sake of the study itself. He advocated the abolition of competition by examinations entirely. Although he regarded it as impossible to test a man's ability by an examination, he thought it was possible to approximate it by this means. The tendencies of examinations conducted by examiners who have not taught the candidates were summed up as follows: 1. They fix a standard of attainment quite independent of the judgment and experience of those that do the teaching. 2. They enforce a style of treatment of subjects which may or may not be in accord with the teacher's opinion and views. 3. They arouse competition among schools and teachers. Each striving to get as many candidates as possible through the examinations, too often regardless of any higher consideration. 4. They create in a public mind a false criterion of culture by educating to judge of the work of the teacher by the number of candidates they succeed in passing through the various examinations. 5. The general effect is to deprive the teachers of the freedom of action which is absolutely necessary to enable them to work for the highest and best results—results that cannot possibly be tested by any system of written examinations.

The election of officers resulted as follows:—president, Dr. S. F. Lazier, Hamilton; secretary, Mr. R. W. Doan, Toronto; treasurer, Mr. W. J. Hendry, Toronto. The vice-presidents of the association are the presidents of the various sections.

## PUBLIC SCHOOL DEPARTMENT.

Mr. A. McMillan, of Toronto, the presiding officer of the section, delivered an address on "Defects in Our Public School System," dwelling particularly on the curriculums of both public and high schools. The tendency, he thought, seemed to be to magnify the high schools at the expense of the public schools. The public schools are the schools of the masses, and should be maintained as such. The low standard of many of the public schools was owing to the low standard of the certificates of most teachers. Nearly 60 per cent. of all teachers in Ontario held third class certificates, and many of them were mere girls and boys whose characters were not formed and whose minds were not fully developed. This state of affairs could only be remedied by raising the standard for entering the profession, and also the age of all candidates who might wish to enter. Owing to the over-supply many worthy and experienced teachers were crowded out by raw and inexperienced recruits.

Miss Agnes C. Purvis, of Brantford, read a paper on "Lessons From the School of Experience," in which she pointed out that teachers were directly and indirectly taught by coming into contact with the pupil; they should therefore endeavor to study child nature, and all work should be done with some definite aim in view.

Mr. R. H. Cowley, of Ottawa, read an interesting paper on "The Normal School as a Preparation for Public School Work." He said that normal school work should be purely professional. The tendency of our Ontario system of education had been to specialize the functions of each branch, but all branches should be unified. He divided the functions of a normal school into three: (1) To give a true view of public school work; (2) to prepare the teacher for this work; (3) to be a center for educational progress.

"What Should be Taught in Canadian Public Schools," was presented by Mr. C. B. Edwards, of London. The first faculty developed in children is the observing faculty. When children enter school the order of development is reversed and children are compelled to exercise the reasoning faculty. When, in higher education, in the study of science, etc., children are asked to exercise the observing faculty, teachers notice that this faculty has not been trained. The study of science should take the place of some other studies on the curriculum for the following reasons: 1. We would proceed strictly on psychological lines. 2. We would put the pupil in the way of much better progress in advanced science. 3. As education is largely made up of the ability to recognize resemblances and to detect differences, the pupil would be better able to cope with his studies. 4. The pupil so trained would be more likely to follow a mercantile or agricultural pursuit than to still further crowd the already over-crowded professions. Technical grammar should not be taught, as there is not sufficient benefit derived from it practically. Physiology and temperance should also be left off the curriculum. The proper study of children is not man. The proper studies for an ideal curriculum should contain the following subjects:—1. English, including literature, composition, and language training, history, English and Canadian. 2. Mathematics, arithmetic, with particular attention to the four fundamental rules. 3. Science by means of useful apparatus, study nature, teach children to observe, to think, to collect, and to reason.

Considerable discussion followed on the reading of this paper and the writer was tendered a hearty vote of thanks.

Hon. Mr. Ross spoke briefly on the unity of the Ontario system of education and the necessity of impressing the views of the association on the people of the country.

Mr. Brown, of Watford, read a paper on "Entrance Examinations," dealing principally with the departmental regulations governing them. He deplored the frequent changes in the system that were made, owing to political influences. He condemned the present public school arithmetic, on the ground that there are too many rules to burden the minds of pupils. He pointed out that too much was required in literature. Instead of creating love for the subject, the over-crowded course could only fill the pupils with disgust.

A lively discussion followed the reading of Mr. Brown's paper. On motion to reduce the amount of history for the entrance examinations, an amendment was passed that British history should be eliminated from the entrance examination, the idea being clearly understood that the subject should still be taught, but not for examinations, as teaching British history for the entrance examination never developed a patriotic spirit toward Great Britain; while if the subject could be taught without the examination in view, the highest spirit of patriotism would be developed.

Inspector James L. Hughes, of Toronto, presented a very helpful paper on "Self-Expression *versus* Expression." He pleaded for the development of the individuality of the child, the self-consciousness of his individual power, not of his weakness. He should be asked to make his own problems and invent his own plans. His executive ability should be directed and cultivated, not repressed, nor should he be kept "doubting" but doing. And only his wanting to do what was wrong should be repressed. There should be more oral work; and writing thoughts, not copying words. Rapid reading to secure the thoughts, not to say the words, would assist the pupil in this direction.

Inspector J. W. Garvin, of Peterboro, opened the discussion on "Vertical Writing," upholding the system from his success with it in the Peterboro public schools. He showed specimens of the writing of whole classes, that were unusually good. It was noted that the children of the Hamilton schools had made marked progress in their writing since the introduction of the vertical system. All who had tried in their schools the past year were in favor of continuing its use. A resolution was passed asking that in the opinion of this association vertical writing should be introduced in all the public schools of Ontario.

A committee was appointed to lay before the minister resolutions asking that much longer experience should be required from teachers before they should be allowed professional certificates; and that every child is entitled to all the training which the public schools can give, and that the schools of the masses should receive more aid from the government.

The election of officers resulted as follows: president, Mr. A. McQueen; vice presidents, Messrs. J. A. Hill and Ph. B. Dundas; secretary, Mr. D. Young; director, Mr. Cowley; treasurer, Mr. Harlton; executive committee, Messrs. Musgrove, McMaster, and Keith.

[TO BE CONTINUED.]

## Correspondence.

### Vertical Writing.

By W. D. HEYER.

Those who advocate anything new in education should avoid claiming too much for their schemes. Otherwise they descend from the rank of educators to that of charlatans. Vertical writing possesses one great merit (and in my opinion, only one), and that is *legibility*. Poor vertical writing is more easily read than *poor* sloping writing. Good writing is always legible whether slanting or straight. The vertical method therefore encourages bad writing.

Printing done with the pen is more legible than either, for no matter how badly the letters are made, we can always recognize them, and by a little practice we can print as fast as we can write. Still we have no advocates of this method, although no doubt they will soon appear when the modern mania for making things easy for the lazy ones has spread far enough.

The Chinese are vertical writers, but they are consistent and write continuously downward instead of combining a vertical motion with a horizontal progress, as the advocates of the new method do.

If we notice the position of those who are accustomed to write backhand (or vertically), we will observe that in nearly every case the writer slants his paper to such a degree that his progress is somewhat downward instead of horizontal, thus, imitating the Chinese. (See General Spinner's signature on our currency.) This is natural, and although we can make children take any position we please in school, yet when they are free agents they will slant their paper and their bodies when writing backhand.

It is difficult for some to discriminate between *cause* and *effect*.

It is not necessary for children in school to slant their bodies in order to write. When they do so, it is the teacher's fault, not the fault of the slope of the writing. When these children go out into the world, and become book-keepers or accountants, they are obliged to face their desks squarely and write in great ledgers, and other heavy books which cannot be conveniently slanted. This does not interfere with their ease of writing. Notice two book-keepers writing. One writes backhand (or vertical as it is now called), the other slopes to the right. Observe the freedom of motion in the arm of the latter, and the cramped position of the former. The vertical writer invariably lays his right arm across the page with the elbow at the lower right-hand corner, and the hand at the upper left. The other man rests his lightly upon the page vertically from top to bottom, and rolls on the muscle of the fore-arm.

The advocates of vertical writing say that in slanting writing the eyes are strained toward the right on account of the slope in that direction. It is absurd to say that in making a letter a quarter of an inch square, whether it slope to the right or to the left, the eye will be strained in either direction.

The truth of the matter is that whether we write vertically or slanting, the writing progresses toward the right and the eye must follow it even at the risk of becoming squint-eyed. The only resource for the vertical writer is to write downwards like the Chinese, and that will make one round-shouldered.

One of the greatest objections to vertical writing is that it is "unhygienic." It tends not only to cramp the hand, but the chest.

It is the handwriting of the consumptive and the weak-chested. Motion outward from the body is health-giving and developing. Motion inward, toward the center of the body, is retarding and contracting. Any liberal-minded physician, who is not already pledged to the vertical system will acknowledge this fact. In this system the motion of the hand inward is distinct, and peculiar to this manner of writing.

Again, vertical writing is the handwriting of left-handed people. It is natural for the right hand to slope writing toward the right, and for the left hand to slope toward the left. When a man is ambidextrous his left hand usually writes backhand.

Every objection that applies to slanting writing must apply with double force to vertical writing if written with the right hand. Suppose the advocates of vertical writing make a few unprejudiced observations and experiments. Ask the next person you meet who is what the boys call "google-eyed," to write a few lines. The chances are ten to one that he will write backhand. Examine a number of persons who write the vertical hand naturally without having been taught, and you will probably find that fifty per cent of them have some physical defect. They are either narrow-chested or left-handed, or else afflicted with wry-neck or with strabismus.

Now vertical writing is really backhand. All the specimens that have been published show a slant backward. Vertical, or upright writing, strictly so called, can seldom be successfully taught. There must be a slant one way or the other. Why should these men object to a slight slant forward instead of backward? This looks like prejudice.

There is another argument in favor of the ordinary method which will probably not appeal successfully to the vertical writers. There is a beauty in the graceful flowing lines and curves in sloping writing which cannot be

found in the cramped and stilted style of the vertical type.

As to rapidity, that remains to be proved. It is difficult to believe that upright strokes can be made as rapidly as slanting ones. All experience contradicts this. Besides this the actual length of the line composing the letters in vertical and in slanting writing (when they are equally well formed) is exactly the same, only the vertical strokes are crowded closer together. The experiment can easily be made with a piece of thread.

Good writing is somewhat difficult to teach, but it can be done by perseverance, and there is no reason why our children should have their hands cramped and their tastes perverted in order to save the teacher a little wholesome work.

1. Describe the correct position of the body in writing and the manner of holding the pen.
2. Analyze the small letters *a, b, d, and m*, also the capitals *B, C, R,* and *U*.
3. Explain height, width, slant, and spacing in penmanship.
4. In what respect is penmanship an art or a science?

A SUBSCRIBER.

*The front position is the best.*—Face the desk, the body being nearly upright and brought close to, but not touching, the desk. Both feet should rest flat upon the floor, the left thrown a little in advance of the right. The arms from the elbows to the hands should rest upon the desk. The left hand holds the book firmly in position and in connection with the writing arm forms a right angle. The writing arm forms a right angle with the ruled lines.

*Pen Holding.*—The writing hand rests upon the tips of the nails of the third and fourth fingers. This rest for the hand is called the *sliding rest*. The arm rests upon the muscular part between the elbow and wrist. The wrist should be held perfectly flat so that a penny or button placed upon it will not slide off while writing; the wrist also should not touch the desk. The first finger rests upon the pen, the tip of the finger being from one to one and one half inches from the point of the pen. This finger forms with the pen a slight bow, the pen crossing the finger between the two upper knuckles. The second finger is held so that the pen crosses it at the root of the nail.

*Height and slant.*—All the letters large or small are either one, two, or three spaces in height. The one-space letters are *a, c, e, i, m, n, o, u, v, w,* and *x, r,* and *s* are a trifle higher.

The two space letters are *t, d,* and *p*. The three space letters are as follows: *l, b, h, k,* and the upper part of the *f*; *p* and *q* extend one and one-half spaces below the line; *j, z, y, g,* and *f* extend two spaces below the line.

*Slant.*—The down stroke of nearly all the American systems are at an angle of about 52°.

*Width.*—The width of letters is measured by the width of the small *u*, the distance between the two top points being called one space. In the small *n* the distance between the down strokes is the same as the *u*, one space. Now take the word *and*; the distance from the starting point to the beginning of the down stroke is two spaces. The distance from the down stroke of the *a* to the down stroke of the *n* is one and one-fourth spaces, from the down stroke of the *d* two spaces, from the down stroke of the *d* to the finish of the letter, one space.

*Analysis.*—Very little analysis is used at the present time, but in forming letters the terms under curve, over curve, and straight line are often used. Thus in making the *m* the teacher says, "Over curve, straight line, over curve, straight line, over curve, straight line, under curve, straight line." All the letters can be made by this method, and the teaching of elements and principles avoided.

*Science and art.*—The systematic arrangement of knowledge is called science. When applied to lines, angles, spaces, shading, etc., as used in writing it is called the science of penmanship. Art is the application of science. Writing becomes an art when we can apply the principles laid down by the science in actual writing and the art is in a high or low state according to the skill displayed in executing it.

EDWIN SHEPARD.

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## Christ the Teacher.

I give here a page or two of my note-book. It is proving a real little lever to lift up my school-room, and I think it might help some other teacher.

A passage from the life of Christ usually read before leaving home and thought over on the way. Then this written at school.

Jan. 26.—He dealt in ringing facts; he made them feel and know. "Teaching for doctrine the commandments of men." Was ever routine teaching more scathingly condemned? Teach God's truth direct as God would have you teach.

(At Recess.) Saying, "I want better attention" was pure nonsense. You must have it.

(After School.) There was a good point gained in arithmetic to-day, when the class told the perfections in Clara's blackboard work (tables in compound numbers). Not simply to say, "It is good." That does little good to her or any one else, and may do harm. But seize on every perfect thing done to show them in what correctness consists.

Jan. 26.—When I watch the Christ, teaching is wonderful, beautiful work. Shall I learn my lesson?

My history lessons are too much of dry bones. The kings and people are not alive.

Jan. 27.—There was never a chance for his hearers to remain neutral. They must do something, think something, decide something. But no soul ever slept itself to death in reach of the "two-edged sword." He waked them—to life or death, but he waked them.

(Compositions were handed in that day, were corrected and returned, and my note-book contains a page of points to which I must call attention while they are looking over the blue penciled papers.)

Jan. 29.—The pupils must get the facts and tables in compound numbers clearly in their minds. I must not let their knowledge be like a jelly-fish—shapeless and useless for want of facts for a skeleton and an intelligent command of words for a skin.

(An old SCHOOL JOURNAL on the subject was carried to school next morning.)

Feb. 1.—Matt. 3:15. Forms, even if he had penetrated to their very center and already stood possessed of the treasures they held as shells, were sacred things to him.

Outward forms—drills—minutes of discipline—position of body—correctness of expression and of seeing—there is a value in all these things that are righteous (*i. e.*, straight, upright, correct) that he distinctly recognized in his world upheaving ministry.

JAMES B. GUTHRIE.

What is the decision of the committee of arbitration, recently appointed to pass upon the Bering sea controversy.

W. N. P.

It establishes a closed season for all sealing above the thirty-fifth degree of latitude, from May 1 to July 31, which is equivalent to having an open season from Aug. 15 to about October, as no seals can be profitably taken in the intermediate months of the colder seasons. Pelagic sealing is excluded from a zone sixty miles around the Pribilof islands, the use of fire-arms, explosives, and nets is prohibited, and the vessels engaged in the business are required to be licensed and to submit to various other restrictions. These regulations will probably make sealing at sea so unprofitable that many will abandon it. The enforcement of these regulations depends mainly on the United States and England. President Cleveland recently signed a bill for carrying them out, and parliament is also taking action in the matter.

What is meant by "Muscular Movement" in penmanship and is the power, and movement, and control of the pen, necessary to produce easy, rapid, graceful, legible, writing centered in the muscle of the forearm and entirely independent of the hand and fingers?

WILLIAM S. McMUNN.

The old finger movement resulted in cramped writing which was bound to deteriorate after the pupil left school, besides proving very fatiguing when much writing was to be done. The arm movement has superseded it wherever writing is taught by live methods. See correspondence by Mr. Shepard.



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*Practical Business Bookkeeping by Double Entry*, by Manson Seavy, A. M., instructor in bookkeeping in the English high school, Boston, is designed to present to public schools, commercial schools, and academies a practical and comprehensive textbook, to business men and accountants a valuable book of reference, and to the private student a complete and intelligible self-instructor. The principle features are: (1) The original and complete classification into parts, each complete in itself and each subdivided into topics, statements, definitions and forms, properly indexed; (2) the full and systematic treatment, with illustrations of accounts; (3) the avoidance of all needless discussion of theory; (4) the classification of and the form of record for busi-

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Law is a subject of such extent and complexity that most persons have not the time nor the inclination to master it. But every one should have a knowledge of its general principles; such knowledge is an important qualification for citizenship. A. T. Hills, of the Cleveland bar, has therefore done an important service by preparing a text-book on *Commercial Law* for schools and for reference. It seems to supply the want that has long been felt by the schools. An effort has been made to produce a treatise sufficiently comprehensive and thorough to prepare the student to understand his legal rights and obligations in a business transaction, and to determine himself what steps should be taken, and how to take them, in order to preserve such rights and to be relieved of such obligations. The writer has therefore avoided philosophy and confined himself to applying the law. The book has been liberally supplied with illustrative cases. A special feature is a summary of the laws regarding the property and

contract rights of married women and a table from which the laws on these points in any particular state may be learned. This book should, and undoubtedly will, be used extensively, not only in commercial schools, but in public and other schools. (The Practical Text-Book Co., Cleveland, Ohio)

In Denison's series has been issued a play, entitled *Tony, the Convict*. It is a good acting play with several interesting characters, and is suitable for representation either by amateurs or professionals. The scenes are various points along the Hudson river. (T. S. Denison, 163 Randolph street, Chicago.)

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### General Notes.

The leading article in *Godey's Magazine* for April is a continuation of the papers begun in the number before by Frederick W. Seward, and describes "Secretary Seward's West India Cruise"; it is profusely illustrated.

The School Library Number of Harper & Brothers' Bulletin of Text-books for schools and colleges treats a subject that at the present time engages the attention of earnest workers in the educational field. Portions of a voluminous correspondence are herein given to the public; showing that in very many of the states there is a strong sentiment in favor of the establishment of libraries for schools, not as an embellishment, but as an essential in the educational system. A brief and extremely suggestive history of school district and public libraries in New York state is contributed by Melvil Jewey. The value of school libraries in connection with class-work is set forth by a correspondent of wide experience; and an interesting bit of history is presented for the first time in the paper entitled "School Libraries in the Past." Five lists of books for school libraries are given. The principal objects kept in view in making selections were: 1, that the books should be of the highest grade of excellence and suitable for children and young people; 2, that they should cover a wide range of subjects; 3, that they should be so combined that a sufficient library could be obtained for a small sum of money. Although it is the Bulletin's sincere desire that these lists—from the "Ten Dollar Library" to the "Larger School Library"—may secure the approval of all who love good books, still it is felt that the possibilities of the subject are suggested rather than exhausted.

If any lady wishes to get a prize she should consider the offer of W. W. Thomas, 48-50 East Third street, Cincinnati, Ohio. He wants reliable women in every town to sell \$6 worth of teas, spices, and baking powder and get a set of silver knives and forks free, or \$12 worth, and get a set of china dishes free. No money is required until the goods are delivered and the premium is received.

There are many teachers who feel that they ought to have better positions than they occupy at present. They have labored hard, they have sought to improve and consider themselves fitted for a step upward. Such deserve sympathy and help; they will find both if they consult a good agency, like the New American Teachers' Agency. C. B. Ruggles & Co., Palace Hotel Building, Cincinnati, Ohio.

Francis P. Harper, who published Dr. Elliott Coues's edition of "The Lewis and Clark Expeditions," will bring out Major Z. M. Pike's "Explorations and Discoveries Through the West and Southwest," in 1895-6-7, edited by Dr. Coues.

Those who have read Dr. Charles C. Abbott's "Recent Rambles," will need no urging to take up his *Travels in a Tree-Top*, shortly to appear from the Lippincott press. The volume is to be printed on fine paper and in outward appearance will be both rich and dainty.

The April number of *Short Series* is unusually interesting, and offers to its readers a fine collection of stories appropriately illustrated. A prize is offered for a "Summer" story of from 4,000 to 6,000 words, the competition closing June 1. Announcement is also made this month that a special feature of the May number will be an interesting story written for *Short Stories* by Edgar Fawcett.

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W. D. Howells will begin the account of his "First Visit to New England," in the *May Harper's*. This trip was undertaken when he was a young newspaper writer in Columbus, Ohio, and in the course of it he met most of the men who, thirty-five years ago, made Boston the literary center of America.

Professor C. Hanford Henderson will have an article in *The Popular Science Monthly* for May calling attention to "Cause and Effect in Education," which he declares has been sadly neglected. He insists that a child shall be looked upon as a unit, and not as a spirit joined to a body.

Houghton, Mifflin & Co. will soon publish as Number 62 (a double number) of the *Riverside Literature Series*, John Fiske's "War of Independence." This book tells the story of that war in a most interesting manner, but the reason for its great popularity is the strong point made by Mr. Fiske on cause and effect, and the effort made to show the why of the conduct and origin of the war, the book in this being an aid to the ordinary text-book.

Articles treating of the difficulties that housekeepers experience in their dealings with waitresses are published from time to time, and, on the other hand, protests from domestics, or those taking their side in the controversy, are popular features in the papers. It is possible that a little more information in regard to the duties of both maid and mistress—what should be done, and in what manner, and what should not be done—would remove the chief source of disputes; and we are glad to see that a manual for the pantry, kitchen, and dining-room, entitled "The Expert Waitress," has been published by Harper & Brothers.

The Rev. Dr. Parkhurst and his courageous and masterful fight to compel the officials of New York city to enforce the laws against vice and crime, are the subject of a valuable article by E. J. Edwards, in *McClure's Magazine* for April. Mr. Edwards shows how from a rather secluded, study-loving preacher Dr. Parkhurst suddenly developed into the most aggressive and resourceful social reformer who has appeared since the days of the anti-slavery agitation. A series of portraits of Dr. Parkhurst and other pictures add to the interest of the article.

A handsome catalogue is issued by the Monarch Cycle Co., of Chicago, describing the wheels made by the company. Special attention is called to the Monarch Road Racer, which received a special medal and diploma for general excellence at the Columbian exposition. Another machine that is noted for its strength, beauty, and other desirable qualities is Model G, the ladies'

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bicycle. Persons who wish to invest in bicycles should carefully examine this catalogue.

The advantage of bicycling, long ago admitted, grows apace. Philadelphia authorities last season adopted the use of the wheel in their park department, and elsewhere it is a matter of record that much time has been saved, and otherwise almost impossible results secured by using the wheel. Boston intends, as usual, being at the front in all matters expediting important business, and the park commissioners of the city have voted to adopt the bicycle for the use of the park policemen. An order for a full equipment of the famous Columbus was placed recently with the Pope Manufacturing Company.

One of the busiest places just now is the room where orders are filled with seeds, bulbs and plants at the Vick Seed House, Rochester, N. Y. This firm has been in the habit of putting up carefully selected collections of vegetable and also flower seeds which they mail at one, two, three, or more dollars. These collections contain at least 40 per cent. more than the amount would indicate, and are so well adapted to family use that thousands of families order them annually. If you are not decided as to just what you want we suggest that you send at once at once for one or more of these collections. This house will supply all your wants for the garden.

A very handsome clock, suitable for a present is offered by E. A. Freeman, 13 Maiden Lane (removing May 1 to No. 45); it is produced by the Boston Clock Co., and is put up in marble and onyx cases. They have no pendulums and are of superior make.

The issue of *The Nation* of April 12 is the second of the special educational numbers.

A large proportion of the wheelmen in this country use the Victor machine made by the Overman Wheel Co. Ask any wheelman, no matter what machine he uses, his opinion of the Victor and it will be found what a high place it holds in the estimation of good judges. It is not necessary to enumerate its good points when a letter to the Overman Company will speedily bring a catalogue giving full description.

There is scarcely a household in the land where either tea or coffee and in most cases both are in constant use. If these are considered as such necessities it is desirable to have the best, not the miserable quality often sold by the local dealers. The Great American Tea Co's (33 Vesey street, N. Y.) tea and coffee is imported in large quantities and is of a high grade. Besides the housewife is given a chance to replenish her china closet, for earthenware is given away with orders, besides many other articles, such as hanging lamps, watch clocks chenille table covers, knives and forks, etc. Write for prices, terms, and premium lists.

Principal Smith, of Lansingburg, N. Y. academy, says: "In my judgment Blaisdell's Physiologies, which I used for three years, are among the best of the many excellent text-books upon the important subject of which they treat." These physiologies have been endorsed by physicians, scientific men, moralists, teachers, and the Woman's Christian Temperance Union. The series consists of the Child's Book of Health, How to Keep Well, Our Bodies and How we Live, and How to Teach Physiology. These books are in use in many prominent cities. See Ginn & Co., Boston, for description and regulars.

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A third volume of selections from George William Curtis's Easy Chair papers in *Harper's Magazine* will be issued within a few weeks.

R. D. Blackmore's "Perly Cross" will be issued in book form by the Harpers at the end of this month.

Although the edict of Eden was that men and women should earn their bread by the sweat of their brows they all wish to make the labor as easy as possible. House-keepers want to have their homes look as bright and clean as they can, and yet the drudgery necessary to make them so is not pleasant. Much of this can be saved by the use of Sapolio.

There is nothing surer in life than that quality wins. This applies to musical instruments, such as the guitars, banjos, and mandolins of John C. Haynes & Co., Boston, Mass. In order that there shall be no deception the name of the firm is stamped upon every instrument. Although the quality is high the prices are just as low as they can possibly be made. Try one of these instruments and see how its sweet tones will drive away cares after the day's toil.

Many teachers will undoubtedly wish to spend the long summer vacation increasing their proficiency in languages. The Berlitz summer school gives good advantages for learning conversation; there is a normal course for teachers. The locations are at Asbury Park, N. J., a charming seaside resort, and the Auditorium, Chicago, a cool and pleasant place. Send to 1,122 Broadway, N. Y., for circulars.

#### In the Spring.

Nearly everybody needs a good medicine. The impurities which have accumulated in the blood during the cold months must be expelled, or when the mild days come the body is liable to be overcome by debility or some serious disease. The remarkable success achieved by Hood's Sarsaparilla and the many words of praise it has received, make it worth your confidence. Give this medicine a trial.

Don't fool with Indigestion. Take BEECHAM'S PILLS.

Nine patterns of the Remington bicycle for 1894 are offered, all of them noted for lightness, strength, speed, and beauty. The prices range from \$100 to \$135. These wheels are fitted with Bartlett Clincher or Palmer tires. The Remington Company's reputation for making not only bicycles but other articles is world-wide. Send to the Remington Arms Co., 313-315 Broadway, N. Y., for a catalogue.

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The diplomas of C. L. Rickett, of the Opera House building, Chicago, were awarded a medal and diploma at the Columbian exposition. To meet the demand for a good diploma at a small cost an attractive line of stock diplomas, which can be easily adapted to the requirements of any school was designed and lithographed. Spaces have been left blank for name of school, department, etc., which can be filled in by the purchaser, or by him, if so ordered. Where a special diploma is wanted designs will be prepared and submitted for approval.

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